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GERUNDS/INFINITVES, READING AND THANKSGIVING STUDENT ACTIVITIES!

ESL CURRICULUM PACKET

FOR STUDENTS AND TEACHERS

MS. SNYDER, MSED TESOL

INTERMEDIATE/ADVANCED LEVEL ESL

TOPICS:

REVIEW GERUNDS **READING: THE PERFECT WIFE AND MOTHER** **PREP FOR THANKSGIVING**

FOR THE LOVE OF MONEY READING!

THE PACKET INCLUDES STUDENT ACTIVITIES FOR:

1. **GRAMMAR REVIEW: GERUNDS**
2. **HIGH INTEREST READING WITH READING COMPREHENSION QUESTIONS**
3. **THANKSGIVING DAY STUDENT ACTIVITIES AND PUZZLES**
4. **VOCABULARY ACTIVITIES: USING REFERENCE MATERIALS**

Unit 8 Gerunds: When Verbs Become Nouns

Be a Good Sport

Language Objective
Complete sentences by using the correct verb form.

A gerund is a noun made out of a verb—a *verbal noun*. Gerunds are used as nouns, but they look exactly like present participles. Like present participles, they end in *-ing*. Like a noun, a gerund can be the subject of a sentence. It can also be used after a verb as the object of a sentence. Gerunds can be used with only certain verbs, however. With other verbs, it is necessary to use an infinitive instead of a gerund. Look at the two examples:

Jasmine avoids *exercising*. (gerund)

Jasmine refuses *to exercise*. (infinitive)

Look at the three boxes. The first box shows verbs that can be followed by a gerund. The second shows verbs that can be followed by either a gerund or an infinitive. The third shows verbs that can be followed only by an infinitive.

Gerund Only	
admit	enjoy
appreciate	finish
avoid	mind
consider	practice
deny	stop

Gerund or Infinitive	
begin	love
cease	neglect
continue	prefer
hate	start
like	try

Infinitive Only	
afford	hope
agree	learn
choose	plan
decide	refuse
forget	want

Complete the sentences using a gerund or an infinitive form of the verb in parentheses. The first two are done for you.

1. Lauri enjoys (play) playing the violin.
2. Tomás and Maria like (dance) to dance.
3. Ronaldo started (take) _____ piano lessons two months ago.
4. Don't forget (do) _____ your homework.
5. I don't mind (do) _____ the laundry.
6. Do you want (have) _____ lunch with me today?
7. I'm glad that I've finally finished (paint) _____ the kitchen.
8. Where did you learn (play) _____ the guitar so well?
9. My mother hopes (return) _____ to her job soon.
10. Elena continued (talk) _____ even though Mrs. Sánchez asked her to stop.
11. Juan practices (speak) _____ English every day.
12. I can't afford (buy) _____ a Mercedes.
13. My sister prefers (read) _____ love stories instead of mysteries.
14. Paula hates (wash) _____ the dishes.
15. Will you consider (take) _____ this job?
16. I'd love (go) _____ with you if I could spare the time.
17. Vuong is planning (take) _____ a trip to San Francisco this spring.
18. You'll have to stop (make) _____ so much noise!
19. Jobida will begin (work) _____ in her new office next week.
20. Kate has chosen (continue) _____ her education after all.

SKILL OBJECTIVE: Choosing between gerunds and infinitives. Read the introductory paragraphs with the class, and make sure that students understand the difference between the two structures. Have students look at the three boxes, and give some examples: *I enjoy reading; I hate exercising* or *I hate to exercise; I hope to read that book.* Emphasize the importance of accurate usage in written and oral English. Then assign the items for independent written work.

13-1 VERB + GERUND

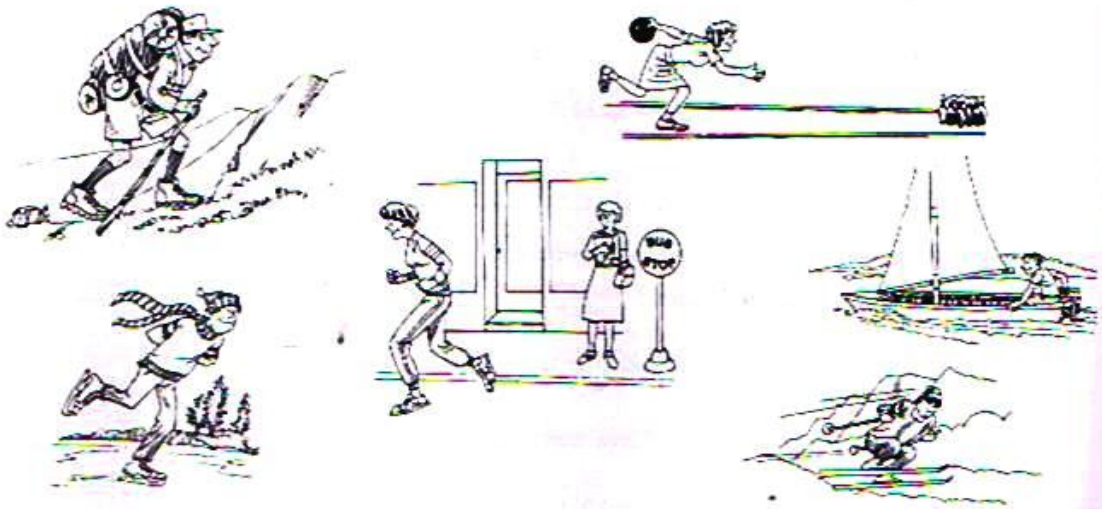
(a) I ***enjoy*** ***walking*** in the park. (verb: *enjoy*; gerund: *walking*)	A gerund is the *-ing* form of a verb. It is used as a noun. In (a): *walking* is a gerund. It is used as the object of the verb *enjoy*.
COMMON VERBS FOLLOWED BY GERUNDS *enjoy* (b) I ***enjoy working*** in my garden. *finish* (c) Ann ***finished studying*** at midnight. *stop* (d) It ***stopped raining*** a few minutes ago. *quit* (e) David ***quit smoking***. *mind* (f) Would you ***mind opening*** the window? *postpone* (g) I ***postponed doing*** my homework. *put off* (h) I ***put off doing*** my homework. *keep (on)* (i) ***Keep (on) working***. Don't stop. *consider* (j) ***I'm considering going*** to Hawaii. *think about* (k) ***I'm thinking about going*** to Hawaii. *discuss* (l) They ***discussed getting*** a new car. *talk about* (m) They ***talked about getting*** a new car.	The verbs in the list are followed by gerunds. The list also contains phrasal verbs (e.g., *put off*) that are followed by gerunds. The verbs in the list are NOT followed by ***to*** + *the simple form of a verb* (an infinitive). *INCORRECT: I enjoy to walk in the park.* *INCORRECT: Bob finished to study.* *INCORRECT: I'm thinking to go to Hawaii.* See Chart 2-5, p. 29, for the spelling of *-ing* verb forms.
(n) I ***considered not going*** to class.	Negative form: ***not*** + *gerund*

13-2 GO + -ING

(a) ***Did*** you ***go shopping*** yesterday? (b) I ***went swimming*** last week. (c) Bob ***hasn't gone fishing*** in years.	***Go*** is followed by a gerund in certain idiomatic expressions about activities. Notice: There is no ***to*** between ***go*** and the gerund. *INCORRECT: Did you go to shopping?*

COMMON EXPRESSIONS WITH GO + -ING

go boating	*go dancing*	*go jogging*	*go (window) shopping*	*go (water) skiing*
go bowling	*go fishing*	*go running*	*go sightseeing*	*go skydiving*
go camping	*go hiking*	*go sailing*	*go (ice) skating*	*go swimming*



13-3 VERB + INFINITIVE

(a) Tom ***offered to lend*** me some money. (b) I've ***decided to buy*** a new car.	Some verbs are followed by an infinitive: AN INFINITIVE = ***to*** + *the simple form of a verb.*
(c) I've ***decided not to keep*** my old car.	Negative form: ***not*** + *infinitive.*

COMMON VERBS FOLLOWED BY INFINITIVES

want	*hope*	*decide*	*seem*	*learn (how)*
need	*expect*	*promise*	*appear*	*try*
would like	*plan*	*offer*	*pretend*	
would love	*intend*	*agree*		*(can't) afford*
	mean	*refuse*	*forget*	*(can't) wait*

13-4 VERB + GERUND OR INFINITIVE

(a) It *began* ***raining***. (b) It *began* ***to rain***.	Some verbs are followed by either a gerund or an infinitive. Usually there is no difference in meaning. (a) and (b) have the same meaning.

COMMON VERBS FOLLOWED BY EITHER A GERUND OR AN INFINITIVE

begin	*like**	*hate*
start	*love**	*can't stand*
continue		

*COMPARE: ***Like*** and ***love*** can be followed by either a gerund or an infinitive:

I like going/to go to movies. I love playing/to play chess.

Would like and ***would love*** are followed by infinitives:

I would like ***to go*** *to a movie tonight. I'd love* ***to play*** *a game of chess right now.*

CHAPTER 13

Gerunds and Infinitives

◇ **PRACTICE 1. Verb + gerund. (Chart 13-1)**

Directions: Complete the sentences with the correct form of the verbs in parentheses.

1. Joan often talks about *(move)* ___moving___ overseas.
2. The Browns sometimes discuss *(live)* _____ in a smaller town.
3. Christine enjoys *(take)* _____ care of her young niece.
4. Nathan keeps *(buy)* _____ lottery tickets, but he never wins.
5. My manager considered *(give)* _____ pay raises but decided not to.
6. I always put off *(do)* _____ my math homework.
7. The students finished *(review)* _____ for the test at 3:00 A.M.
8. Ann stopped *(run)* _____ and walked the rest of the way home.
9. Dana quit *(drive)* _____ after she had a serious car accident.
10. My dentist thinks about *(retire)* _____, but he enjoys his work too much.
11. Last week, Joan and David postponed *(get married)* _____ for the second time.
12. Do you mind *(work)* _____ another shift tonight?

◇ **PRACTICE 2. GO + gerund. (Chart 13-2)**

Directions: Complete the sentences with a form of ***go*** and one of the given words.

camp	*fish*	*sail*	*sightsee*	*skydive*
✓*dance*	*hike*	*shop*	*ski*	*swim*

1. I love to dance. Last night, my husband and I danced for hours.
   → Last night, my husband and I ___went dancing___.
2. Later this afternoon, Ted is going to take a long walk in the woods.
   → Ted _____ later today.
3. Yesterday, Alice visited many stores and bought some clothes and makeup.
   → Yesterday, Alice _____.

4. Let's go to the beach and jump in the water.

→ Let's _____.

5. My grandfather takes his fishing pole to a farm pond every Sunday.

→ My grandfather _____ every Sunday.

6. When I visit a new city, I like to look around at the sights.

→ When I visit a new city, I like to _____.

7. I love to put up a small tent by a stream, make a fire, and listen to the sounds of the forest during the night.

→ I love to _____.

8. I want to take the sailboat out on the water this afternoon.

→ I want to _____ this afternoon.

9. Once a year, we take our skis to our favorite mountain resort and enjoy an exciting weekend.

→ Once a year, we _____ at our favorite mountain resort.

10. Last year on my birthday, my friends and I went up in an airplane, put on parachutes, and jumped out of the plane at a very high altitude.

→ Last year on my birthday, my friends and I _____.

CTICE 3. Identifying gerunds and infinitives. (Charts 13-1 and 13-3)

Directions: Underline the gerunds and infinitives in the sentences. Circle GER for gerunds. Circle INF for infinitives.

1. GER (INF) Ann promised to wait for me.
2. (GER) INF I kept walking even though I was tired.
3. GER INF Alex offered to help me.
4. GER INF Karen finished writing a letter and went to bed.
5. GER INF Don't forget to call me tomorrow.
6. GER INF David discussed quitting his job several times.
7. GER INF The police officers planned to work overtime during the conference.
8. GER INF Kevin would like to grow organic vegetables in his garden.

◇ **PRACTICE 4. Gerunds and Infinitives. (Charts 13-1, 13-3, and 13-4)**

Directions: Complete the sentences with the gerund or infinitive form of the verb.

PART I. Complete the sentences with ***work***.

1. I agreed to work.
2. I put off working.
3. I would love _____.
4. I thought about _____.
5. I promised _____.
6. I began _____.
7. I decided _____.
8. I offered _____.
9. I quit _____.
10. I refused _____.
11. I stopped _____.
12. I finished _____.

PART II. Complete the sentences with ***leave***.

13. She expected _____.
14. She wanted _____.
15. She considered _____.
16. She talked about _____.
17. She postponed _____.
18. She put off _____.
19. She refused _____.
20. She needed _____.
21. She thought about _____
22. She hoped _____.

PART III. Complete the sentences with ***know***.

23. They seemed _____.
24. They expected _____.
25. They would like _____.
26. They don't mind _____.
27. They would love _____.
28. They want _____.
29. They can't stand _____.
30. They needed _____.
31. They appeared _____.
32. They hated _____.

◇ **PRACTICE 5. Verb + gerund vs. infinitive. (Charts 13-1 → 13-3)**

Directions: Choose the correct completion.

1. I would like _____ you and some of my other friends for dinner sometime.
   A. inviting (B.) to invite
2. I enjoyed _____ with my family at the lake last summer.
   A. being B. to be
3. Ron agreed _____ me move out of my apartment this weekend.
   A. helping B. to help
4. My parents can't afford _____ all of my college expenses.
   A. paying B. to pay
5. Liang-Siok, would you mind _____ this letter on your way home?
   A. mailing B. to mail
6. Do you expect _____ this course? If so, you'd better work harder.
   A. passing B. to pass

7. Adam offered _____ for me tonight because I feel awful.
   A. working B. to work

8. I refuse _____ your proposal. I've made up my mind.
   A. considering B. to consider

9. I wish you would consider _____ my proposal. I know I can do the job.
   A. accepting B. to accept

10. I don't think I'll ever finish _____ this report. It just goes on and on.
    A. reading B. to read

11. I would enjoy _____ you in Cairo while you're studying there.
    A. visiting B. to visit

12. The children seem _____ why they have to stay home tonight.
    A. understanding B. to understand

13. Don't forget _____ all of the doors before you go to bed.
    A. locking B. to lock

14. I'm really sorry. I didn't mean _____ your feelings.
    A. hurting B. to hurt

15. Why do you keep _____ me the same question over and over again?
    A. asking B. to ask

16. I've decided _____ for another job. I'll never be happy here.
    A. looking B. to look

17. You need _____ harder if you want to get a promotion.
    A. trying B. to try

18. Why do you pretend _____ his company? I know you don't like him.
    A. enjoying B. to enjoy

19. Let's get together tonight. I want to talk about _____ a new business.
    A. opening B. to open

20. I have a secret. Do you promise _____ no one?
    A. telling B. to tell

21. The president plans _____ everyone a bonus at the end of the year.
    A. giving B. to give

22. I have a good job, and I hope _____ myself all through school.
    A. supporting B. to support

23. I can't wait _____ work today. I'm taking off on vacation tonight.
    A. finishing B. to finish

24. My neighbor and I get up at six every morning and go _____.
    A. jogging B. to jog

◇ **PRACTICE 6. Verb + gerund or infinitive. (Charts 13-1 → 13-4)**

Directions: Choose the correct answer(s). Both answers may be correct.

1. I want _____ the comedy special on TV tonight.
   A. watching (B.) to watch

2. I'm a people-watcher. I like _____ people in public places.
   (A.) watching (B.) to watch

3. I've already begun _____ ideas for my new novel.
   A. collecting B. to collect

4. A group of Chinese scientists plan _____ their discovery at the conference next spring.
   A. presenting B. to present

5. Whenever I wash my car, it starts _____.
   A. raining B. to rain

6. Angela and I continued _____ for several hours.
   A. talking B. to talk

7. I love _____ on the beach during a storm.
   A. walking B. to walk

8. I would love _____ a walk today.
   A. taking B. to take

9. Are you sure you don't mind _____ Johnny for me while I go to the store?
   A. watching B. to watch

10. Annie hates _____ in the rain.
    A. driving B. to drive

11. My roommate can't stand _____ to really loud rock music.
    A. listening B. to listen

12. I don't like _____ in front of other people.
    A. singing B. to sing

HIGH INTEREST CRITICAL THINKING READING

THE PERFECT WIFE AND MOTHER, LA,LA, LA……. READ THE STORY!

LESSON 7

MARIE HILLEY
The Perfect Wife and Mother

Everyone thought Marie Hilley loved her husband. She and Frank had been married for 24 years. They had a nice home, steady jobs, and two healthy children. It seemed like a terrible twist of fate that Frank suddenly became sick and died at age 45. Folks in Anniston, Alabama, felt sorry for the wife he left behind. In time, however, they would learn a shocking secret. Marie Hilly was not the grieving widow she appeared to be. In fact, she was a cold-blooded killer who had murdered her husband by feeding him rat poison.

2 Marie Hilley was a small, pretty woman. The only child of two mill workers, she was the first in her family to finish high school. After she married Frank, she settled into her life as wife and mother. She also worked as a secretary for some of the biggest businesses in town. Everyone who met Marie was struck by her charm. They described her as sweet, gracious, demure.

3 Underneath the charm, though, lay a calculating coldness. Marie wanted more money than she and Frank made. Her thoughts turned to Frank's insurance policy. If he died, she would get $31,000.

Marie Hilley's deception spanned several years. For a time, she lived in a small town in New England under an assumed name.

While that might not seem like a great deal of money, it was three times the annual income of many people in Anniston. Apparently, Marie found it an irresistible sum.

4 Sometime in 1975, Marie got hold of some rat poison. It contained arsenic, which is deadly to humans. In small doses, arsenic brings on intense stomach pain along with vomiting. In larger doses, it attacks muscles and nerves. It causes tingling in the hands and feet, then paralysis, then death.

5 Arsenic poisoning is easy to spot if doctors are looking for it. One quick look at a victim's fingernails gives it away. As arsenic builds up in the body, it forms telltale white lines under the fingernails. But if doctors are not looking for it, the symptoms look like many other ailments. In Frank's case, doctors at first thought he had the flu. His stomach hurt and he couldn't hold down any food.

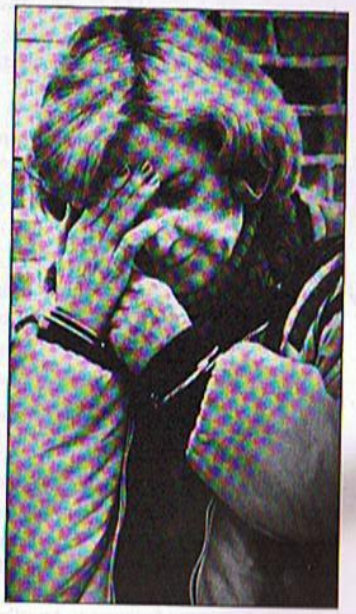
6 For a week, Marie played the role of faithful nurse, bringing him food and water. She also gave him a mysterious injection that she said the doctor had authorized. (He hadn't.) But instead of getting better, Frank got worse. Marie took him to the hospital, where he died two days later. Doctors ruled the cause of death to be hepatitis, a liver disease.

7 Frank had been dead less than a week when Marie filed a claim for the $31,000 in insurance money. She went through the money fast. She bought cars, furniture, and mounds of clothes. By 1978, she was broke. That year, Marie took out a $25,000 life insurance policy on her teenage daughter, Carol. And several months after that, Carol began to exhibit some of the same troubling symptoms that had plagued her father.

8 Starting in April 1979, Carol felt sharp pains in her stomach. She vomited for hours at a time. Marie took her to doctors, but they could find nothing wrong. Marie gave Carol an injection, telling her it would help calm her stomach. Soon after that, Carol's hands and feet began to feel numb. Marie took her back to the doctors. Still, none of them could figure out what was wrong.

9 In August, baffled doctors suggested the problem was all in Carol's head. Marie promptly admitted her daughter to a mental hospital. Still, the teenager continued to suffer. Her weight had dropped to a dangerously low level. She was so weak she could no longer walk. Almost every day, Marie brought Carol's favorite food from home, urging her to eat. After every meal, though, Carol seemed to get worse.

10 By September, at least one doctor suspected Carol had been poisoned. He thought she might have been accidentally exposed to something toxic. The doctor told Marie his fears. He said he planned to run some new tests. Before he had the chance, Marie checked Carol out of that hospital. A few days later, with her



Marie Hilley is handcuffed as she is escorted from federal court in 1983.

daughter near death, Marie took Carol to a different hospital.

11 Marie probably thought Carol would die quickly at this new hospital. Instead, she lived. And it was at this hospital that the truth surfaced. Carol had mammoth amounts of arsenic in her system.

12 By then, Marie had been out of money for months. Most of the checks she had written had bounced. One company complained to the police. In September 1979, Marie was arrested for passing bad checks. So she was already in jail when police found out about the arsenic.

13 Marie denied doing anything wrong. She tried to make police believe Carol had poisoned herself. She could not explain why she had a pillbox of arsenic in her purse and another box of it at home. Then police dug up Frank Hilley's body. They found that he had not died of hepatitis. Rather, his body was full of arsenic.

14 Marie was running out of excuses. So she did the only thing she could think of: she ran. While she was out on bail awaiting trial, she disappeared. For three years, no one had a clue what had happened to her.

15 In some ways, Marie's three years in hiding were even more bizarre than her life in Alabama. She fled to Florida, where she met a man named John Homan. She told him her name was Robbi Hanson. Homan fell deeply in love with her. The two of them moved to a small town in New Hampshire. They both found jobs in the area and soon got married.

16 After a while, though, "Robbi" told Homan she was not feeling well. Actually, she said, she was very sick—possibly dying. She then told Homan she needed to visit her twin sister Teri in Texas to wrap up some family business. Homan hated to see his wife leave. But he promised he would be waiting for her when she got back.

17 A month after "Robbi" left, Homan got a call from a woman claiming to be Robbi's twin sister Teri. There was, of course, no "Robbi" and no "Teri." Both of them were characters made up by Marie Hilley. Over the phone, Marie told Homan that "Robbi" had died. Speaking as "Teri," she said she was coming to New Hampshire to console him.

18 When Marie returned to New Hampshire as "Teri," she had lost 30 pounds. She had dyed her dark hair blond. She had also changed some of her habits. She smoked a different brand of cigarette. And while "Robbi" loved to read, "Teri" was a big TV-watcher.

19 Homan was surprised to see how much "Teri" looked like his dead wife. But he figured that wasn't unusual for twins. He accepted "Teri" into his home and introduced her to his friends.

20 Marie might have gone on living as Teri if not for a mix-up by police. Local officers mistook Marie for another criminal who was in the area. They brought her to the police station for questioning. There, she shocked everyone by admitting her true identity.

21 In 1983, Marie Hilley was brought back to Alabama and put on trial for her crimes. The jury quickly found her guilty. She was sentenced to life in prison. But Marie Hilley's story did not end there. Four years after her trial, she escaped from prison. She was found four days later, outside a house in her hometown. She was slumped over in the rain and mud, purple with cold. She was rushed to the hospital, but died of hypothermia and heart failure.

22 When Marie Hilley died, many people were left shaking their heads in bewilderment. It was hard to believe that a woman would kill her husband for a few thousand dollars. It was harder still to imagine a mother deliberately poisoning her own child. Marie's behavior in New Hampshire was another puzzle. It made sense that she created the character of "Robbi." She was, after all, a fugitive who needed a new identity. But why did she decide to kill off "Robbi" and become "Teri?"

23 We will never know the inner workings of Marie Hilley's mind. But perhaps her friend Elmer Williamson summed it up best. He said, "Everyone has secrets. But Marie had more than most. All kinds of terrible secrets gnawing inside her."

If you have been timed while reading this article, enter your reading time below. Then turn to the Words-per-Minute Table on page 71 and look up your reading speed (words per minute). Enter your reading speed on the graph on page 72.

Reading Time: Lesson 7

_____ : _____

Minutes *Seconds*

A Finding the Main Idea

One statement below expresses the main idea of the article. One statement is too general, or too broad. The other statement explains only part of the article; it is too narrow. Label the statements using the following key:

M—Main Idea B—Too Broad N—Too Narrow

_____ 1. No one understands why model wife and mother Marie Hilley poisoned her family and then created a new identity for herself.

_____ 2. Because young Carol Hilley had clearly been poisoned, officials dug up Frank Hilley's body to examine it for signs of arsenic poisoning.

_____ 3. Marie Hilley's life remains a mystery to everyone who knew and loved her.

_____ Score 15 points for a correct M answer.

_____ Score 5 points for each correct B or N answer.

_____ **Total Score:** Finding the Main Idea

B Recalling Facts

How well do you remember the facts in the article? Put an X in the box next to the answer that correctly completes each statement about the article.

1. The symptoms of Frank Hilley's illness included
   - ☐ a. stomach pain.
   - ☐ b. double vision.
   - ☐ c. joint stiffness.
2. Police believe that Marie killed her husband because
   - ☐ a. voices in her head ordered her to kill him.
   - ☐ b. he had abused her and their children.
   - ☐ c. she wanted the insurance money.
3. When police found out about Carol's arsenic poisoning, Marie was already in jail for
   - ☐ a. stealing from the company where she worked.
   - ☐ b. passing bad checks.
   - ☐ c. trying to poison her daughter.
4. Posing as Robbi Hanson, Marie told her husband she had to visit Texas because
   - ☐ a. her twin sister was dying.
   - ☐ b. she needed to complete family business.
   - ☐ c. she needed a vacation.
5. After Marie escaped from prison, police found her
   - ☐ a. dead in an empty warehouse.
   - ☐ b. walking around dazed in a town in Texas.
   - ☐ c. very ill outside a house in her hometown.

Score 5 points for each correct answer.

_____ **Total Score:** Recalling Facts

5. When Marie Hilley died, many people were left shaking their heads in bewilderment.

_____ a. anger

_____ b. puzzlement

_____ c. understanding

_____ Score 3 points for each correct C answer.

_____ Score 2 points for each correct O answer.

_____ **Total Score:** Using Words Precisely

Enter the four total scores in the spaces below, and add them together to find your Reading Comprehension Score. Then record your score on the graph on page 73.

Score	Question Type	Lesson 7
_____	Finding the Main Idea	
_____	Recalling Facts	
_____	Making Inferences	
_____	Using Words Precisely	
_____	**Reading Comprehension Score**	

Author's Approach

Put an X in the box next to the correct answer.

1. The author uses the first sentence of the article to

☐ a. entertain the reader with a story of love and romance.

☐ b. describe the way Marie Hilley appeared to her neighbors.

☐ c. compare Marie Hilley and her husband.

2. What does the author mean by the statement "She went through the money fast"?

☐ a. She spent the money quickly.

☐ b. She looked at the money immediately.

☐ c. She counted the money quickly.

3. What does the author imply by saying "Almost every day, Marie brought Carol's favorite food from home, urging her to eat. After every meal, though, Carol seemed to get worse."

☐ a. Carol felt sick because she hated her mother.

☐ b. Something in the food was making Carol sick.

☐ c. Marie was a kind and caring mother.

4. Choose the statement below that best describes the author's position in paragraph 6.

☐ a. The doctors caring for her husband were careless.

☐ b. Marie tried her best to care for her husband during his illness.

☐ c. Marie was being dishonest all during her husband's illness.

_____ Number of correct answers

Record your personal assessment of your work on the Critical Thinking Chart on page 74.

CRITICAL THINKING

Summarizing and Paraphrasing

Follow the directions provided for question 1. Put an X in the box next to the correct answer for question 2.

1. Reread paragraph 10 in the article. Below, write a summary of the paragraph in no more than 25 words.

_____

_____

_____

_____

Reread your summary and decide whether it covers the important ideas in the paragraph. Next, decide how to shorten the summary to 15 words or less without leaving out any essential information. Write this summary below.

_____

_____

_____

2. Choose the best one-sentence paraphrase for the following sentence from the article:

   "In August, baffled doctors suggested the problem was all in Carol's head."

   ☐ a. The doctors decided that Carol's skull had been damaged.

   ☐ b. The doctors thought that Carol might be mentally ill.

   ☐ c. The doctors were sure that Carol was imagining her illness.

_____ Number of correct answers

Record your personal assessment of your work on the Critical Thinking Chart on page 74.

Critical Thinking

Put an X in the box next to the correct answer for questions 1, 2, and 4. Follow the directions provided for the other questions.

1. Which of the following statements from the article is an opinion rather than a fact?

   ☐ a. "Starting in April 1979, Carol felt sharp pains in her stomach."

   ☐ b. "After a while, though, 'Robbi' told Homan she was not feeling well."

   ☐ c. "In some ways, Marie's three years in hiding were even more bizarre than her life in Alabama."

2. From the article, you can predict that if doctors hadn't found the arsenic in Carol's body,

   ☐ a. in time, Carol probably would have recovered.

   ☐ b. police would not have dug up Frank Hilley's body.

   ☐ c. Carol would have lived for many years in a mental hospital.

3. Choose from the letters below to correctly complete the following statement. Write the letters on the lines.

   According to the article, _____ caused _____ to _____.

   a. get sick and die

   b. arsenic poisoning

   c. Frank Hilley

CRITICAL THINKING

4. Of the following theme categories, which would this story fit into?
   - ☐ a. reality-based stories
   - ☐ b. tales of courage
   - ☐ c. fantasies

5. What did you have to do to answer question 4?
   - ☐ a. find an opinion (what someone thinks about something)
   - ☐ b. find a comparison (how things are the same)
   - ☐ c. draw a conclusion (a sensible statement based on the text and your experience)

_____ Number of correct answers

Record your personal assessment of your work on the Critical Thinking Chart on page 74.

Personal Response

If I were the author, I would add

_____

_____

_____

because

_____

_____

_____

_____

Self-Assessment

I was confused on question # _____ in section _____

because _____

_____

_____

_____

CRITICAL THINKING

TIME YOUR READING TODAY!

TIME YOUR READING AND COMPARE WITH THE COMPREHENSION SCORE. THIS STORY IS LESSON 7. IT HAS 1387 WORDS. LOOK AT THE BELOW CHART LESSON 7. GET A CLOCK OR WATCH. WRITE DOWN THE TIME YOU START READING AND FINISH READING. SEE HOW MANY WORDS PER MINUTE YOU ARE READING. THEN COMPARE YOUR COMPREHENSION SCORE WITH THE ANSWERS WE WILL REVIEW TOGETHER. WRITE YOUR ANSWERS ON THE ATTACHED FORM. COME TO CLASS PREPARED TO CHECK YOUR ANSWERS. THIS IS NOT SPEED READING. THIS IS TO ANALYZE YOUR CRITICAL READING SCORE AND TO SEE IF YOUR COMPREHENSION AND SPEED ACCELERATES.

Words-per-Minute Table

Unit One

Directions: If you were timed while reading an article, refer to the Reading Time you recorded in the box at the end of the article. Use this words-per-minute table to determine your reading speed for that article. Then plot your reading speed on the graph on page 72.

Lesson / No. of Words	Sample 906	1 991	2 986	3 1161	4 1063	5 1260	6 1093	7 1387	Seconds
1:30	604	660	657	774	709	840	729	925	90
1:40	544	595	592	697	638	756	656	832	100
1:50	494	541	538	633	580	687	596	757	110
2:00	453	495	493	581	532	630	547	694	120
2:10	418	457	455	536	491	582	504	640	130
2:20	388	425	423	498	456	540	468	594	140
2:30	362	396	394	464	425	504	437	555	150
2:40	340	372	370	435	399	473	410	520	160
2:50	320	350	348	410	375	445	386	490	170
3:00	302	330	329	387	354	420	364	462	180
3:10	286	313	311	367	336	398	345	438	190
3:20	272	297	296	348	319	378	328	416	200
3:30	259	283	282	332	304	360	312	396	210
3:40	247	270	269	317	290	344	298	378	220
3:50	236	259	257	303	277	329	285	362	230
4:00	227	248	247	290	266	315	273	347	240
4:10	217	238	237	279	255	302	262	333	250
4:20	209	229	228	268	245	291	252	320	260
4:30	201	220	219	258	236	280	243	308	270
4:40	194	212	211	249	228	270	234	297	280
4:50	187	205	204	240	220	261	226	287	290
5:00	181	198	197	232	213	252	219	277	300
5:10	175	192	191	225	206	244	212	268	310
5:20	170	186	185	218	199	236	205	260	320
5:30	165	180	179	211	193	229	199	252	330
5:40	160	175	174	205	188	222	193	245	340
5:50	155	170	169	199	182	216	187	238	350
6:00	151	165	164	194	177	210	182	231	360
6:10	147	161	160	188	172	204	177	225	370
6:20	143	156	156	183	168	199	173	219	380
6:30	139	152	152	179	164	194	168	213	390
6:40	136	149	148	174	159	189	164	208	400
6:50	133	145	144	170	156	184	160	203	410
7:00	129	142	141	166	152	180	156	198	420
7:10	126	138	138	162	148	176	153	194	430
7:20	124	135	134	158	145	172	149	189	440
7:30	121	132	131	155	142	168	146	185	450
7:40	118	129	129	151	139	164	143	181	460
7:50	116	127	126	148	136	161	140	177	470
8:00	113	124	123	145	133	158	137	173	480

Minutes and Seconds

NAME_____ DATE_____

MS. SNYDER, MSED TESOL

CRITICAL READING SERIES: DECEPTIONS 21 STORIES OF TRICKERY AND FRAUD WITH EXERCISES FOR DEVELOPING CRITICAL READING SKILLS. FILL IN THIS FORM WITH THE ANSWERS FROM THE READING QUESTIONS. BE PREPARED TO EMAIL THIS FORM WITH YOUR ASWERS.

UNIT 7: THE PERFECT WIFE AND MOTHER

FINDING THE MAIN IDEA: WRITE M, B, OR N.

1. _____
2. _____
3. _____

RECALLING FACTS: WRITE THE CORRECT LETTER

1. _____
2. _____
3. _____
4. _____
5. _____

MAKING INFERENCES: WRITE C OR F.

1. _____
2. _____
3. _____
4. _____
5. _____

USING WORDS PRECISELY: WRITE C OR 0, OR N FOR NOTHING.

1.
2.
3.
4.
5.

CRITICAL READING SCORE: FOLLOW THE DIRECTIONS ON PAGE ___ TO FILL IN THE BELOW.

FINDING THE MAIN IDEA _____

RECALLING FACTS _____

MAKING INFERENCES _____

USING WORDS PRECISELY _____

CRITICAL READING COMPREHENSION SCORE _____

AUTHOR'S APPROACH: WRITE THE LETTER

1. ____ 2. _____ 3. _____ 4. _____

1. SUMMARIZING AND PARAPHRASING:

WRITING: WRITE A SUMMARY
REWRITE THE SUMMARY TO 15 WORDS OR LESS, USE JUST IMPORTANT INFORMATION.

2. WRITE THE LETTER: _____

CRITICAL THINKING: WRITE THE LETTER

1. _____ 2. _____ 3. _____ 4._____ 5._____

WRITING: PERSONAL RESPONSE:

********10 POINT BONUS: IDENTIFY MARIE HILLEY, BOBBY, TERRI AND ROBBI.**

KEEP READING AND STUDYING HARD!!!!!

Name _____ 3-22

THANKSGIVING

Directions: Fill in the blanks with words from the scroll.

The Pilgrims (1) _____ the first Thanksgiving in 1621. For over two (2) _____, days of Thanksgiving were held at various times in different (3) _____ of the (4) _____.

In 1827, Sara Josepha Hale, (5) _____ of a popular ladies' (6) _____, began a (7) _____ to have Thanksgiving Day celebrated as a national (8) _____. For many years, she wrote (9) _____ for the magazine and sent letters to the President, (10) _____, and other important people.

She finally won the (11) _____ of President Abraham Lincoln. In 1863, he (12) _____ that the last (13) _____ in November should be observed as a (14) _____ day of Thanksgiving.

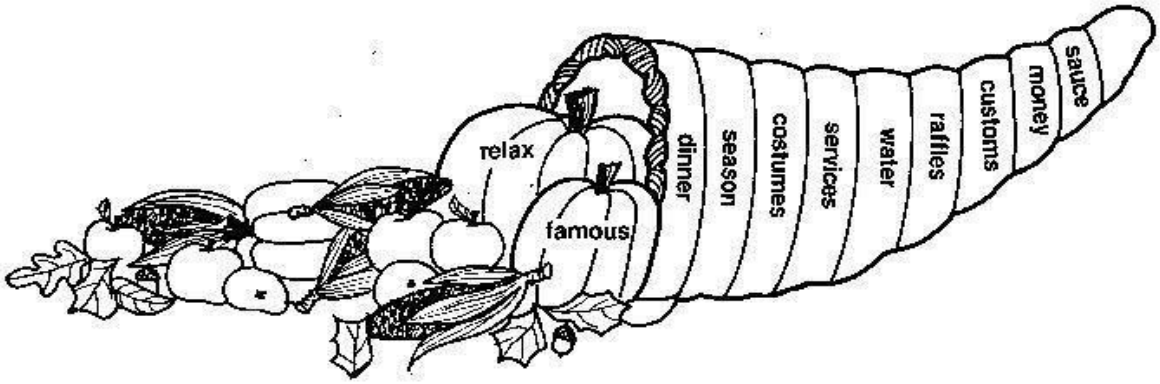
Name _____ 3-23

THANKSGIVING CUSTOMS

Directions: Fill in the blanks with words from the cornucopia.

Many (1) _____ have been associated with Thanksgiving Day. Some customs, such as poor children dressing in (2) _____ and begging for food or (3) _____, have died out. Other customs, such as (4) _____ and shooting matches, have been popular for over a century.

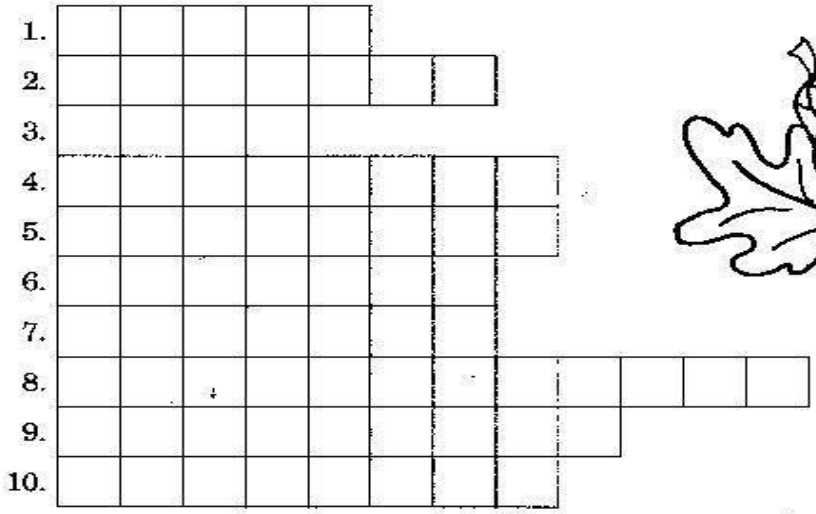
Some of today's most cherished customs are the big family (5) _____, special church (6) _____, football games, and parades. The mere thought of Thanksgiving Day can make our mouths (7) _____ for turkey, cranberry (8) _____, and pumpkin pie. While dinner is being prepared, many children watch the (9) _____ Macy's Thanksgiving Day Parade on television. This parade is the kickoff of the Christmas (10) _____. Santa Claus has a special float in the parade. Speaking of kickoffs, many people, after stuffing themselves at the dinner table, like to (11) _____ by watching football on TV all afternoon.

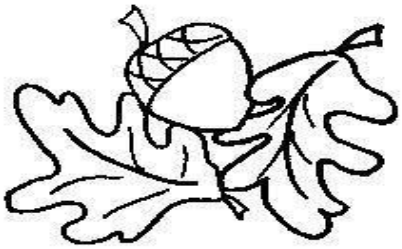


Name _____ 3-

THANKSGIVING WORD SCRAMBLE

Directions: Unscramble each word and write it in the correct place.



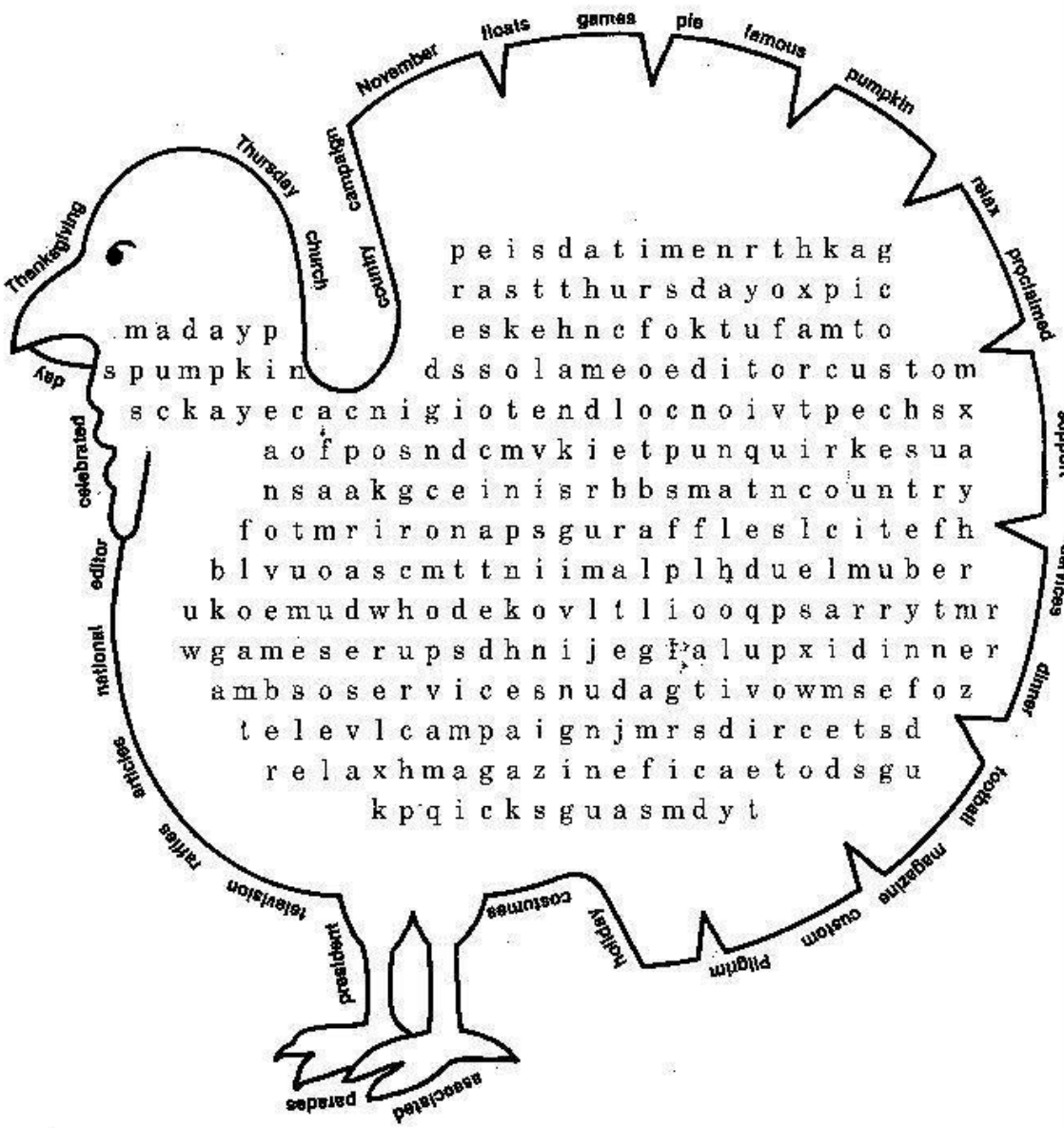


1. tsaef
2. ladioyh
3. iphs
4. srduyTah
5. lmigPrsi
6. yteukrs
7. nnisdla
8. gsikvnianhgT
9. yaMrewlof
10. eoevrNmb

Name _____ 3-24

WORD HUNT

Directions: Circle the hidden words. You may go across and down.



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STUDY SKILLS

Using Reference Books

Language Objective
Choose the right reference books to find information.

A reference book is a book designed to provide information on one or more subjects. Dictionaries and encyclopedias are reference books. There are many other kinds of reference books, too. Some of these are described below. Look at the descriptions and use them to help you complete the page.

Almanac: a yearly publication that includes lists, charts and tables, and summaries of information in many unrelated fields.
Atlas: a collection of maps; atlases often also include population statistics.
Book of Quotations: a listing of well-known quotations from authors, politicians, and other famous people. The quotations are indexed to make them easy to find.
Facts on File: a bimonthly summary of major stories in more than fifty United States and foreign newspapers. Complete indexes make stories easy to locate.
Thesaurus: a book of synonyms and antonyms.
Readers' Guide to Periodical Literature: an author/subject index of articles and stories in a large number of magazines published in the United States. It comes out twice a month (once a month in certain months).

Now look at the topics below. Tell which of the reference books described above you might use to find more information about the subject. Include the dictionary and encyclopedia. The first one is done for you.

1. the height of Mount Shasta — atlas (or almanac, encyclopedia)
2. synonyms for the word *run* — _____
3. maps of the Central Plains states — _____
4. riots in Baghdad last year — _____
5. who wrote "To be or not to be . . ." — _____
6. the opposite of *careful* — _____
7. recent developments in bilingual education — _____
8. rainfall in Tokyo — _____
9. antonyms for the word *happy* — _____
10. source of "A penny saved is a penny earned." — _____
11. current population of Senegal — _____
12. a series of recent murders in New York City — _____
13. another word meaning *laugh* — _____
14. articles about track competition — _____
15. last month's elections in Honduras — _____
16. the origin and different meanings of *rich* — _____
17. all magazine articles by Sebastian Unger — _____
18. maps of all the countries of Europe — _____
19. brief biographies of the Presidents — _____
20. the origin and history of the metric system — _____

SKILL OBJECTIVE: Comparing the uses of different reference books. Have students read the information at the top of the page. Ask questions to check comprehension. Remind students that they can also refer to the dictionary and encyclopedia to find information. Sometimes information can be found in several sources. Do the first few items as a class, then assign as independent written work. *Extension Activity:* Have students use the appropriate reference books to find the answers to some of the queries.

THE ESL EXCELLENCE INSTITUTE

This education lesson is a volunteer fair use ESL instructional modality. It is one of my previous volunteer ESL lessons. It is posted to encourage ESL instructional planning creativity. This is a sample ESL high interest, multicultural, multilevel, vocabulary, discourse, and reading/writing comprehension builder lesson, coupled with effective grammar exercises. The materials are designed for middle, high school, adult education, and college level intermediate ESL.

The skills taught include:

- **Find the main idea,**
- **Recall facts,**
- **Make inferences,**
- **Use words precisely,**
- **Find the critical reading score,**
- **Write for literary response and expression,**
- **Use new vocabulary in context,**
- **Developing test taking skills, test on the story,**
- **Read, write, speak, and listen for critical analysis,**

http://www.teacherspayteachers.com/Store/Miriam-Snyder/Products
and
https://www.theeslexcellenceinstitute.com/